COMMITTEE ON COURSES OF INSTRUCTION
Annual Report, 2021-22

To: Academic Senate, Santa Cruz Division

The Committee on Courses of Instruction (CCI) met bi-weekly throughout the academic year to review campus and systemwide policies, all matters relating to courses of instruction (including review of new courses and revisions to courses), consult with other committees and administrative units, approve of graduate student instructors, undergraduate teaching assistants, and consider student petitions and student grade grievances. This academic year proved to be challenging, given the uncertainty surrounding COVID-19. Emergency remote course offerings and implementation of the revised online course policy also added to the complexity of course review. CCI attempted to strengthen channels of communication by having the CCI Analyst attend Committee on Educational Policy (CEP) meetings with the CCI Chair. CCI also established the practice of sending out an early fall correspondence advising Course Sponsoring Agencies (CSAs) of important CCI deadlines. Despite these efforts there was significant confusion among CSAs, faculty, CCI, and other campus units regarding course modality and the approval process.

I.   Delegation of Authority to Course Sponsoring Agencies in 2022

In response to COVID-19 health and student housing concerns, a mix of emergency remote, online and in person instruction was offered during the 2021-22 academic year. In fall 2021, 34.80% of courses were offered in an emergency remote modality. In winter 2022, 8.90% of courses were offered in an emergency remote modality. In spring, 2022 12.50% of courses were offered in an emergency remote modality.

Confusion related to emergency remote requests greatly impacted the online course review process. Some of these requests were more accurately directed to the Academic Personnel Office as they were instructor-based requests for remote accommodations. For detailed information regarding the timeline and procedures employed for Senate delegations please see the Committee on Educational Policy 2021-22 Annual Report.

II.   Course Approvals

Between September 1, 2021 and August 17, 2022, the committee reviewed and approved 453 courses. Of those, 156 were proposals for new courses, and 297 were course revision proposals.

III.   Online Course Review

Implementation of the CEP and GC Policy on Undergraduate and Graduate Online and Hybrid Courses (presented to the Senate at its May 19, 2021 meeting) for winter 2022 courses was hampered by ongoing precarity following a largely remote fall 2021 quarter. CCI was inundated with online course requests. The volume was significant and the response time was limited. Limitations of the CAT System also impacted the ability of CCI to track requests. CEP graciously pitched-in and reviewed courses alongside CCI. Unfortunately, confusion regarding pathways for temporary remote authorization and APO requests influenced many of these submissions which CCI and CEP denied because they cited temporary circumstantial justifications such as COVID-19 concerns, available housing for students, individual student need to quarantine, and classroom

space. While these issues are extremely important, they were not pedagogical justifications and did not warrant permanent or three-year online approval. In cases where winter 2022 online course requests were denied, CSAs were advised of the option to offer the course in an emergency remote mode. Emergency remote mode was seen as a remedy for temporary circumstances related to COVID-19.

While many of the course requests for spring 2022 no longer included direct mention of COVID-19, some continued to list non-pedagogical justifications. CCI has identified several challenges in terms of policy implementation and language that may be contributing to the widespread difficulty that instructors are experiencing in advancing pedagogical justifications for their online course applications. There also continues to be confusion about what "hybrid" means, as the guidelines for hybrid were focused on in-person courses (a modified "flipped" course). Revising the policy to include a very clear set of definitions would help to provide clarity for all parties. CCI has asked CEP and GC to consider revising the policy and to develop a list of online course principles to ensure learning outcomes are met, students continue to benefit from the overall UC experience and courses maintain the same high level of quality instruction. Specifically, CCI has asked for guidance regarding target percentages for online courses that CSAs will deploy for their programs. CCI has concerns that modality is only reviewed ad hoc at an individual course level.

In an effort to support instructors in developing quality online courses and successful online course requests, CCI developed the CCI Online Course Guidelines Living Document. This is a living document posted on the CCI webpage. The document will be updated where future FAQs will be added. It is available on the CCI Course Toolbox for Faculty & Staff page and will be updated regularly.

On March 24, 2022 CCI, CEP and GC announced that CCI had the option to provisionally approve synchronous and hybrid courses for fall 2022. This was intended to allow CCI the opportunity to gather information regarding learning outcomes and the impacts of online courses on student success. CCI later requested an extension of the option to provisionally approve online courses for the remainder of the 2022-23 academic year which CEP and GC granted (August 15, 2022). CCI has also asked that CEP request that CSAs report which courses they intend to offer online, so that the overall department plan regarding modality can be understood.

Currently, 213 (or 3.76%) of UCSC courses are approved for online or hybrid modalities. Any course approved for an online mode is also approved to be offered in person without additional CCI review. Some courses are approved for more than one online modality. A breakdown of the current online mode approvals is listed below:

Type of Mode(s)	Number of Approved Courses
Asynchronous	143
Synchronous	19
Hybrid	37

Asynchronous + Synchronous	6
Synchronous + Hybrid	4
Asynchronous + Hybrid	2
Asynchronous + Synchronous + Hybrid	2
TOTAL	213

While current limitations of the CAT system make it difficult to track online or hybrid requests that were not approved, CCI is working with the Registrar's Office to request updates to the CAT system.

IV.   Ongoing Syllabus Requirement Issues

Throughout the course approval process, CCI routinely requested that instructors update course syllabi in accordance with the list of syllabus requirements noted on the course approval forms in the Curriculum Management System (CAT) to promote the inclusion of important elements in each course syllabi particularly:

- Breakdown of Student Hours. Intended to allow students to develop a time management plan for their studies—for example, this would enable students who read relatively slowly to know that a course may be extra demanding for them.
- Closed Week Policy reminder. No examinations, tests, assignments , papers, final projects or final performances that result in more than 12.5% of the final grade (other than individual make-up exams) may be given during the last week of instruction. This restriction does not apply to Summer, which does not have a closed week.
- Policies on collaborations, citation, and academic integrity should be course-specific. CCI noted that clarification regarding academic integrity policies are especially important in courses where collaborative work and outside resources are used.

When a course was returned to the CSA, CCI asked that instructors use track changes in the revised syllabus to expedite review. This matched with a summary note in the comment field allowed CCI to respond more quickly to course requests requiring additional information.

V.   Other General Course Review Issues CCI Observed:

CCI reviewed many well-designed courses; however, CCI did note confusion related to the following and hopes to provide clarification on:

- Cross Listing: Classes are not always identical at the course catalog level, built as two separate classes but with shared room/enrollment. Only one department (the primary department) should submit a proposal. The other cross-listed versions should be listed on that same proposal, as cross-listed courses.
- A course revision to change enrollment restrictions should include evidence of stakeholder consultation with all departments that are affected.

- Courses taught in conjunction/mezzanine: Undergraduate and graduate courses taught together with shared room and enrollment. Both classes should be submitted as separate proposals, though the related questions are on the Graduate course form. Undergraduate and graduate components need to have the same number of units and distinct learning objectives or outcomes. In general, there is a higher expectation for graduate students.
- Topics Courses should include multiple sample syllabi.
- Thoughtful consideration should be given when determining whether to submit a new as opposed to submit a course revision.
- CCI noted that new, GSI taught, course submissions should be designed in conjunction with their faculty mentor.
- Summer session course proposals should meet the requirements equivalent to a 10-week course in terms of content, instructional hours, and requirements.

VI.   Changes to Global Seminar Procedure

At the request of Interim Vice Provost of Global Engagement Hughey, CCI and the Committee on International Education (CIE) revised the Global Seminar course review process to allow CSAs to submit appropriate Global Seminars as Course Revisions in the CAT system. This differs from past procedure in which all study abroad courses offered for the first time were reviewed as new courses, even if they have been offered on the campus in previous quarters. The committees agreed that a course equivalency applied when the course included the same number of credits, General Education requirement designations, learning objectives and academic content; therefore, a Global Seminar meeting these criteria should be reviewed as a course revision. The committees noted that should a course have an increased number of credits or variation in the content, the course must be submitted as a new course. CCI cautioned that location may significantly change the learning objectives and warrants review as a new course. Courses not previously recommended by CIE and Global Engagement will still need to be reviewed by CIE/Global Engagement as previously structured. This is to ensure that CIE review criteria are met.

VII.   GE Pre-Approvals on the UCSC Campus Credit Abroad Database

Building on the procedure CCI established in 2020, CCI continues to add to the GE Pre-Approvals UCSC Campus Credit Abroad Database. CCI has determined that courses will remain on the list for three years with the removal based on the approval quarter. Courses not previously approved will continue to require that the student petition CCI for a GE substitution.

VIII.   Telecast Courses

In response to a request from the Computational Media Department Manager regarding telecast courses at UCSC Silicon Valley Campus, GC and CCI confirmed that telecast courses should adhere to point-to-point instruction and proposed changes to instructional modality must go through the formal approval process with CCI. Changes to the mode of instruction must be thoroughly detailed and will only be considered for compelling pedagogical reasons.

IX.   Student Petitions

Deferred Student Petition Review from Summer 2020-21

CCI 2020-21 deferred making decisions on non-urgent student petitions received after July 1, 2021 to allow for broader review when the committee reconvened. Urgent petitions were reviewed by the CCI Chair over the summer. The decisions are as follows: 81 student petitions were received over summer. Of these 63 (78%) were approved and 18 (22 %) were denied. The largest number of deferred petitions were Add a Course/Drop a Course (27, 33%), followed by Grade Option Change: Graded to Pass/No Pass (21, 26%), Substitution of GE Requirements (13, 16%), Withdrawal Grade (12, 15%), Waiver of Senior Residency Requirements (3, 4%), Catalog Year Rights (2, 3%), Grade Option Change: Pass/No Pass to Graded (2, 3%), Grade Change (1, 1%).

Student Petition Review 2021- 22
The committee made decisions on 242 student petitions received during the 2021-22 Academic Year. Of these (181, 75%) were approved and (61, 25%) were denied. The largest number of petitions reviewed were for Withdrawal Grade (70, 29%), followed by Grade Option Change: Graded to Pass/No Pass(68, 28%), Add a Course/Drop a Course (35, 14%), Substitution of GE Requirements (35, 14%), DC Substitutions (17, 7%), Writing Requirement Extensions (5, 2%), Waivers of Senior Residency requirements (4, 2%), Grade option changes: Pass/No Pass to Graded (3, 1%), Grade Change request (3, 1%), Catalog year change requests (1, 0%), and Transfer/Duplicate Credit Exception (1, 0%).

Grade Grievances
CCI reviewed two grade grievances during 2021-22. One grievance was delayed from 2020-21 due to the lateness of the grievance and the instructor being on leave. Of the two grade grievances, one was approved and one was withdrawn. CCI has continued to remind students that they must first attempt to resolve the grade grievance with the instructor. If the matter is not resolved, the student should submit the grievance and documentation in writing to the executive officer of the academic sponsoring unit (department chair or college provost).[1] The reduction in grade grievances filed is interesting to CCI and the committee hopes that improved clarification regarding academic integrity has helped to reduce grade grievances being elevated to CCI review. CCI is looking forward to the fully revised Academic Integrity Process.

X.   CARS (Community Application and Review System)

CARS was launched in Summer 2020 to review student grade grievances, student petitions, Graduate Student Instructor requests, and Undergraduate Teaching Assistant requests. Email notifications of CCI's decisions were sent on the Tuesday following each CCI meeting. The notifications were sent to the student, college advisors, CCI Chair, CCI Analyst, and the Registrar. CCI decisions were logged by petition type on the CCI Student Petition Decision Log and shared with the Registrar Advising Systems Team, Registrar ERT, Preceptors, and UCSC Summer Session Office. This log and the notification emails served as a useful communication tool for CCI and others to process updates to student records. Improvements to CARS this year include: assigning GSI reviews directly to CCI members (previously these reviews were assigned by alpha), the ability to automate GSI approval notifications for Divisional Human Resource representatives if the CruzID is entered by the form author. CCI is continuing to make minor changes to improve the efficiency of the CARS notification system.

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[1] Appendix C. Undergraduate Academic Assessment Grievance Procedure

XI. Delegated authority to approve Catalog Year Changes for General Education (GE)

Based on a precedent set by CEP in 2017, CCI delegated authority to approve Catalog Year Changes for General Education (GE) Requirements to Academic Preceptors. This decision was prompted by a request from Academic Preceptors and supported by the Council of Provosts. Preceptors cited the increase in students seeking readmission as the justification for this delegation. CCI members noted that the committee has relied heavily on the support of college advisors when reviewing these requests in the past and that CCI has consistently approved requests which the colleges support. In light of this and in an effort to reduce workload of preparing additional petitions for students, CCI delegated this authority until fall 2022. GE Substitutions which may be related to Catalog Year changes continued to be reviewed by CCI.

XII. Writing Requirement

In response to a September 23, 2021 memo from the Writing Program and Office of the Registrar advising that they would not be enforcing the Composition (C) Requirement deadline for the 2021-2022 academic year, CCI agreed that the enforcement of this deadline had become untenable. CCI recommended that should significant changes be needed to implement a more holistic and sustainable approach to the administration of the (C) requirement, this be done in consultation with the CEP and CCI.

XIII. Waiver of credit Summary

While the Senate eliminated SCR 10.1.6 in 2019, CCI continued to receive occasional requests for waivers of credit. Previously, SCR 10.1.6 had allowed students to petition for a waiver of up to two credits. CCI responded to all requests asserting that following the 2019 revision, CCI no longer has the authority to approve waivers of credit. CCI noted that increased flexibility in the Senior Residency Requirement was intended to help resolve this issue. The committee may want to monitor this and consider sending additional correspondence to help clarify this change.

XIV. Teaching Appointments

Between September 1, 2022 and August 17, 2022, the committee considered 257 requests for Graduate Student Instructor (GSI) teaching appointments and 18 for Undergraduate Teaching Assistant (UTA) appointments. Unfortunately, CCI observed that occasionally GSI requests were incomplete or included competency sections drafted by the graduate student themselves. CCI has advised CSAs that incomplete or improperly drafted requests lead to slower review times and may lead to a request being denied.

The Committee on Courses of Instruction Faculty Oversight and Mentoring Agreement[2] was revised on August 27, 2020. CCI continues to remind CSAs that mentors overseeing more than two GSIs should be compensated or have their service recognized. It is helpful when departments include an explanation of how they are addressing circumstances in which more than two GSI mentees are assigned along with their requests. For Summer Session, this policy is modified to

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[2] Committee on Courses of Instruction Faculty Oversight and Mentoring Agreement
https://senate.ucsc.edu/committees/cci-committee-on-courses-of-instruction/cci-faculty-oversight-and-mentoring-agreement-revised-1217202.pdf

allow for the Department Chair to oversee or appoint and compensate a faculty member to oversee GSIs. CCI notes that subject matter expertise is essential for the Faculty Mentor.

XV.   Consultations

CCI welcomed Online Education Director Tassio on March 28, 2022 to discuss Online Course Review. This discussion was a step forward in aligning CCI pedagogical justifications with those of Online Education. Topics discussed included:

- Definitions of asynchronous and synchronous.
- Definition of hybrid.
- Discuss the distinction between remote instruction and online courses.
- CCI shared the CCI Online Course Guidelines.
- Discuss what CCI views as sufficient pedagogical justifications.
- Scope and timeline of online proposal call, possibly establishing a separate calendar for these reviews.
- Request to share data analysis on MATH 19A/B. CCI was interested in what data points were collected, who collected it. This information may help CEP, CCI, and GC draft the assessment criteria and procedures for provisionally approved courses.

XVI.   Correspondence

- CCI to CSAs RE: Deadlines for 2021-22 Academic Year; September 16, 2021
- CCI to Writing Department RE: Notification of Change to the Composition Requirement Deadline Enforcement; October 6, 2021
- CCI to CEP RE: Delegation Regarding GE Enforcement to CCI; October 6, 2021
- CCI to Preceptors RE: Catalog Year Changes for General Education Requirements; October 22, 2021
- CEP and CCI to CPEVC RE: 10/24/2021 Memo Request Delegation for Emergency Remote Instruction for Winter, Spring and Summer 2022; November 1, 2021
- CCI to ASC RE: Request for Faculty Feedback Accommodate Notification; December 7, 2021
- CCI to CEP RE: Online Course Policy Concerns; February 17, 2022
- CCI to VPGE RE: Course number options for UC Santa Cruz faculty-led Global Seminars; February 18,2022
- CCI to ASC RE: Academic Integrity Policy; March 1, 2022
- CCI, CEP and GC to CSAs: Provisional Approval for Synchronous and Hybrid Fall 2022 Courses; March 24, 2022
- CCI to BSOE RE: Course revisions to labs; April 1, 2022
- CCI to CAAD RE: Assessing Diversity and Equity in Online Courses; April 1, 2022
- CCI to ASC RE: Summer Campus Initiative Executive Summary, May 2, 2022
- CCI to CEP and GC RE: Online Policy: pedagogical justifications and permanent approval procedure; May 4, 2022
    - enclosed:
        - Proposed updates to CCI Online Course Guidelines Living Document
        - CCI Recommendations: Permanent approval procedure for online and hybrid courses

- CCI to CEP and GC: CCI Requests Provisional Approval for courses received in 2022-23; August 15,2022

XVII. Recommendations for 2022-23 CCI

- Continue to send early fall correspondence regarding course and GSI deadlines to CSAs.
- Continue to engage with possible changes to the Student Academic Conduct Policy.
- Consider having faculty commit to a 3-year term on CCI, because continuity in membership will better ensure policy decision uniformity over time. Terms should be staggered so that only a third of the committee is new each year. A succession plan, such as one year as Vice Chair before serving as Chair, would also be valuable.
- Discuss adding a new requirement for syllabi: contingency planning for campus disruptions. With fires likely to be frequent in fall quarters and campus-wide strikes also quite likely any quarter, every faculty member should be thinking about how their course will continue in the face of disruption. CCI needs to decide whether to require contingency plans in the syllabi and, if required, what standards to apply to evaluating them.
- Train new members on accessing records of previous decisions, so they can use this information to guide and regularize future decisions on student petitions. Consider documenting discussions and generating a best-practices document.
- Allow the committee flexibility to make decisions quarter-by-quarter due to the very unusual circumstances around remote instruction.
- Collaborate with CEP, GC, Online Education, CITL, and the administration to develop online course principles.

The committee thanks the Office of the Registrar staff for their work to support students, including updating records related to student petitions. CCI would like to especially thank Kalin McGraw, Associate Registrar; Curriculum Management, Don Moonshine Curriculum Management Project Manager; and Marie Yoo, Academic Preceptor, for their work advising CCI.

Respectfully submitted,

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August 31, 2022

Appendix I.

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Committee on Courses of Instruction (CCI)
Online Course Request Guidelines
Updated August 2022

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In accordance with the Committee on Educational Policy (CEP) and Graduate Council (GC) Policy on UC Santa Cruz Undergraduate and Graduate Online and Hybrid Courses, CCI can permanently approve online course requests. CCI will be providing the criteria for permanent approval later this academic year. For 2022-23 AY, CCI will also have the ability to provisionally approve all modes of online and hybrid instruction. This is meant to provide CCI an opportunity to gather information about student success in online courses through the development of CCI's reporting requirements.

How does CCI assess the effectiveness of online courses?
> *A successful online course presents educational experiences that differ from those associated with in-person courses, but provides students with an equivalent learning outcome to that of an in-person class. This equivalency should therefore apply to other aspects of educational policy. This guiding principle is relevant to the credit that students receive for taking the class and means that the approval pathway for an online class should (after the initial monitoring period) be the same as an in-person class.*

CCI Recommendations for Online and Hybrid Course Approval or Modification Requests:
1. Determine mode[3]:
   - **Hybrid**: Instruction that includes multiple modalities in one course. These modalities are most commonly asynchronous and in-person, but may also be synchronous and in-person, or asynchronous and synchronous. Note that when a hybrid course has less than 50% in-person contact hours, the course approval process for Synchronous Online or Asynchronous Online should be used. An appropriate measure of contact hours is the equivalent time spent in-person for a standard, fully in-person version of a course of the same credit count. *Per CEP and GC policy, please note that determination of pedagogically significant face-to-face contact hours does not include office hours, time spent in exams proctored in person, or contact hours with secondary instructors, such as Teaching Assistants.* Labs taught by a TA are not considered face-to-face contact hours.
   - **Asynchronous Online**: instruction that is characterized by its reliance on lectures, engagement activities, assessments, or other course materials that are pre-recorded and carefully pre-planned for students who will have minimal (or no) face-to-face, real-time interactions. Asynchronous courses do not have set meeting times that are advertised to students when they enroll; instead, students typically access the materials at a time of

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[3] Please refer to the visual workflow to determine the mode of instruction.

their choosing within the timeframe specified by the instructor (e.g., all of week three materials might be available on the first day of week three).
- **Synchronous Online**: Instruction that is characterized by its use of videoconferencing software to facilitate face-to-face, real-time interaction with students. Similar to courses taught in person, synchronous online courses are also characterized by their use of set meeting times that are advertised to students when they enroll.
- Other modes of instruction that make use of online technology but are not permanent or long term modes are:
  - *Remote* - Emergency use only approved by APO for individual instructor accommodations or when delegated by CEP/CCI/GC.
  - Individual students requesting temporary remote access - instructor's discretion to offer *Emergency Remote Attendance.*

2. Verify syllabus includes all CCI Syllabus requirements. Attach a syllabus for all types of online mode requests, including Hybrid. Syllabus should clarify what portions of the course will be online and what portion of the course will be in person (if any).

3. In addition to answering supplemental questions (linked above), proposals for online and hybrid courses should consider:
   - Proposals for online or hybrid courses must include a proposed syllabus. Modality of all aspects of the course should be noted in the syllabus.
   - Pedagogical explanations *could* include:
     - How the learning outcomes of the course can be met in an online modality.
     - Makes use of an online technology enabled teaching strategy that creates new learning opportunities and/or student engagement opportunities, increase or retains the same level of student participation and faculty interaction with students
     - Employs strategies for online mode that increase flexibility without compromising learning outcomes
     - Provides students with different ways to engage with the course material.
     - Improvements to accessibility and access
   - For required courses, CSA's need to provide at least 1 in-person offering of required courses in an academic year.
   - Sections and Labs: secondary offerings may be offered in person even if a course is online. Departments and instructors should pay careful attention to class setup and student messaging in the event that an online course will have required in-person secondary sections (i.e. if students cannot successfully complete the course from a remote location).
   - CEP recommends offering exams in person whenever possible. If the course uses remote proctoring for exams, information regarding the method for remote

proctoring (i.e., ProctorU [4] or Zoom-based proctoring) must be included on the syllabus. Please work with the Registrar's office to confirm space is available.

- For New Courses, please note that any new course approved for an online or hybrid mode is by default also approved to be scheduled in person without additional CCI review.

- CCI, CEP and GC have the ability to also temporarily approve remote modes of instruction. These cases could include classroom capacity issues and/or a department or programs inability to mount their curriculum as initially planned.

Please note that student housing (accessibility) and classroom space are important issues on our campus, however they are not considered sufficient pedagogical justification for permanent approval of an online offering.

4. CEP and CCI recommend contacting Online Education and CITL for support in designing courses for online or hybrid modalities Additionally, both units are available for consultation on proposing new courses or modifying the offering format of an existing course.

5. Requests can be submitted directly in CAT (Curriculum and Tracking) system. If you need to request access, or have other issues entering the system, email cmphelp@ucsc.edu. A visualization of the online and hybrid course workflow is available here.

Answers to Frequently Asked Questions (FAQ):

Q: Can courses that are approved for online or hybrid instruction also be taught in person as needed?
  A. Yes. All courses that are reviewed (or have already been approved) for online or hybrid instruction of any type are also approved to be taught in-person as needed. No additional course forms are required for the in-person offering.

Q: Do I need to submit a revision for each format? Can courses seek approval for multiple online formats in a single revision / proposal?
  A. Courses approved for one format of online or hybrid instruction will not be assumed approved for the other formats. If your department is considering alternating online formats in the future, we recommend this to avoid possible future revisions. Multiple online modalities can be selected in the same course form; you'll be required to answer the associated questions and attach a syllabus for each proposed format.

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[4] https://senate.ucsc.edu/committees/cep-committee-on-educational-policy/cep-correspondence/cep-and-vpaa-to-students-re-proctoru-060320.pdf

Q: If the course has asynchronous lectures but mandatory synchronous sections, does that count as asynchronous or synchronous?
   A. This is still Asynchronous, and an approval form for Asynchronous instruction should be completed. CCI asks that the department clearly state in the class schedule (using the section for Class Notes) that the course has required synchronous sections.

Q: If the course has been denied, am I allowed to resubmit for a different quarter?
   A. Yes, please update the quarter if needed and revise response questions in CAT.

Q: If I work with Online Education or CITL, am I guaranteed course approval?
   A. This does not guarantee approval but provides excellent support.

Q: Can I consult with Online Education or CITL on the design of my course prior to proposing it to CCI?
   A. Yes, Online Education and CITL are available to work with you.

Q: I occasionally use multimedia in my classroom to engage students (this might be through the playing of games, use of virtual or augmented reality, or viewing films). Is this a sufficient justification for an online or hybrid classification?
   A. If the sole pedagogical justification for using an online or hybrid format is the inclusion of multimedia, this is likely to be insufficient for CCI approval. The pedagogical explanation should focus on how the inclusion of multimedia in online or hybrid courses can lead to equivalent learning outcomes.

Q: If an existing course is approved for an online or hybrid, does it mean that all subsequent offerings have to be taught in the online format?
   A. No, Course Sponsoring Agencies can choose to offer the class in an in-person format after earning online or hybrid approval.

Appendix II.

Modality Report (Provided by the Office of the Registrar)		
Fall 2021		
Modality Interpreted	**COUNT of offerings by modality**	**Percent of Total**
H	**16**	**1.50%**
IP	**668**	**60.80%**
O	**32**	**2.90%**
RE	**382**	**34.80%**
Grand Total	**1052**	
IP = In person primary meeting		
O = Online (asynchronous or synchronous)		
RE = Remote instruction (approved by APO, CEP/GC, CSA)		
H = Hybrid in-person and online (approved by CCI)		
Winter 2022		
Modality Interpreted	**COUNT of offerings by modality**	**Percent of Total**
H	**4**	**0.30%**
IP	**934**	**85.90%**
O	**52**	**4.80%**
RE	**97**	**8.90%**
Grand Total	**1068**	
IP = In person primary meeting		
O = Online (asynchronous or synchronous)		
RE = Remote instruction (approved by APO, CEP/GC, CSA)		
H = Hybrid in-person and online (approved by CCI)		

Spring 2022		
Modality Interpreted	**COUNT of offerings by modality**	**Percent of Total**
H	**9**	**0.80%**
IP	**958**	**83.70%**
O	**34**	**3.00%**
RE	**143**	**12.50%**
Grand Total	**1121**	
IP = In person primary meeting		
O = Online (asynchronous or synchronous)		
RE = Remote instruction (approved by APO, CEP/GC, CSA)		
H = Hybrid in-person and online (approved by CCI)		